

## National Unit Specification: general information

**UNIT** Gàidhlig: Litreachas agus Cultar (Intermediate 1)  
(*Gàidhlig: Literature and Culture*)

**CODE** DV49 10

**COURSE** Gàidhlig (Intermediate 1)

### SUMMARY

This Unit is a mandatory Unit of the Gàidhlig (Intermediate 1) Course and may also be used as a free-standing Unit. It will provide opportunity for the evaluation of literature and for an individual study. The individual study may be linked to an aspect of Gaelic Scotland or to a background aspect of the literature studied.

The **Literature** part of the Unit will help candidates to appreciate and evaluate Gaelic literature mainly from the 20<sup>th</sup> and/or 21<sup>st</sup> century. Candidates will learn how to demonstrate an understanding and an appreciation of the theme, viewpoint and purpose of a piece of literature. They will also learn how to comment on basic technical aspects of literary writing.

The **Culture** part of the Unit will enable candidates to engage in an individual study of an aspect of Gaelic culture which interests them. The possible topic areas range from the historical to the contemporary and can provide opportunities to investigate the recent expansion in Gaelic media, education, careers, arts, language bodies and politics.

This Unit is suitable for those who have completed the Gàidhlig (Access 3) course or Standard Grade Gàidhlig at Foundation level. It is relevant for candidates who have a general interest in the language and for those who wish to pursue further study in Gaelic and/or a Gaelic-related career.

### OUTCOMES

1. Evaluate one Gaelic literary text critically.
2. Report on the findings and conclusions of a study of an aspect of Gaelic culture.

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### Administrative Information

**Superclass:** FK

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## National Unit Specification: general information (cont)

**UNIT**                      Gàidhlig: Litreachas agus Cultar (Intermediate 1)  
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### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ Standard Grade Gàidhlig at Foundation level
- ◆ Access 3 Gàidhlig or Units from it

It is expected that candidates will have been allocated to Gàidhlig\* or Gaelic (Learners)\* programmes of study in accordance with SQA's published guidelines (see document *Guidance on Allocation to Gàidhlig or Gaelic (Learners) Programmes of Study and Qualifications*, available on the SQA website [www.sqa.org.uk](http://www.sqa.org.uk)).

\*NOTE: Gàidhlig and Gaelic refer throughout to Scottish Gaelic only.

### CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Unit.

## **National Unit Specification: statement of standards**

### **UNIT**                      Gàidhlig: Litreachas agus Cultar (Intermediate 1) (*Gàidhlig: Literature and Culture*)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Evaluate one Gaelic literary text critically.

##### **Performance Criteria**

- a) Recognise key elements, central concerns and significant details of a literary text.
- b) Identify and comment on aspects such as structure, style and language of the literary text.
- c) Provide a personal response with relevant evidence from the text.
- d) Use critical terminology appropriate to the text.

#### **OUTCOME 2**

Report on the findings and conclusions of a study of an aspect of Gaelic culture.

##### **Performance Criteria**

- a) Identify clearly the aspect of Gaelic culture studied.
- b) State how the aspect of Gaelic culture was studied.
- c) State why the aspect of Gaelic culture was studied.
- d) Outline the main findings and conclusions of the study.

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

All evidence will be produced in Gaelic. Appendix One provides information on mandatory content/context for this Unit.

#### **Outcome 1: Literature**

One piece of either written or spoken evidence produced on one summative assessment occasion. The candidate will produce a critical analysis in Gaelic of a previously seen text. This will be produced under controlled conditions. The maximum time allocation for the critical analysis is 30 minutes if written and three minutes if spoken. The candidate may use unannotated copies of the text and their own notes in the assessment. Use of a dictionary is not permitted in the assessment.

#### **Outcome 2: Culture**

One piece of either written or spoken evidence produced on one summative assessment occasion. This will be produced under controlled conditions. The candidate will produce a summary in Gaelic of the findings and conclusions of their individual study. The maximum time allocation for producing the summary is 30 minutes if written or three minutes if spoken. The candidates may use their own notes in the assessment. Use of a dictionary is not permitted in the assessment.

Centres must be satisfied that the evidence submitted is the work of individual candidates. Although group work may be used as a learning and teaching approach, any work which contributes to a candidate's evidence for assessment must be carried out on an individual basis to ensure authenticity.

## **National Unit Specification: statement of standards (cont)**

**UNIT**                      Gàidhlig: Litreachas agus Cultar (Intermediate 1)  
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The standard to be applied is exemplified in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## National Unit Specification: support notes

### UNIT Gàidhlig: Litreachas agus Cultar (Intermediate 1) *(Gàidhlig: Literature and Culture)*

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

**Literature:** See Appendix One.

**Culture:** The candidate will produce a report on the findings and conclusions of their individual study. The following areas are suggested for study:

- ◆ the historic Gaelic world
- ◆ the contemporary Gaelic world
- ◆ social or historical context of a piece of literature or literary theme
- ◆ love
- ◆ nostalgia
- ◆ politics
- ◆ background to a writer's life
- ◆ Gaelic music and song
- ◆ Gaelic language issues
- ◆ Gaelic in a national/international context
- ◆ war
- ◆ cultural developments
- ◆ published work(s) of a specific writer or writers

The possible topic areas range from the historical to the contemporary and can provide opportunities to investigate the recent expansion in Gaelic media, education, careers, arts, language bodies and politics. The candidate is not restricted to these themes and may choose any theme or aspect of Gaelic culture, which may extend an aspect or theme related to the literature studied for Outcome One.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Candidates can be encouraged to work independently at this level but are likely to receive more teacher/lecturer assistance than at Intermediate 2.

##### **Literature**

Centres or individual candidates should have flexibility to select a text of their own choice, such as the work of a local author or a text on a topic in which they have an interest.

##### **Culture – Individual Study**

The candidate should make use of a variety of sources. The candidate will decide, in consultation with teachers/lecturers, which sources will be most appropriate for their purposes and will plan their research in order to make the best use of these sources.

Teachers/lecturers can allocate time at the beginning of the 40 hours to enable candidates to write a plan of action for their study.

## National Unit Specification: support notes (cont)

### UNIT                      Gàidhlig: Litreachas agus Cultar (Intermediate 1) (Gàidhlig: *Literature and Culture*)

The candidate can access suitable resources in many ways. A few examples include:

- ◆ making use of local libraries
- ◆ using material available in community resources, such as local museums
- ◆ interviewing people
- ◆ using the media - TV, radio, newspapers
- ◆ communicating with various organisations
- ◆ accessing websites

While candidates are only required to report on findings and conclusions for assessment purposes, they may wish to produce a full report in preparation for future studies. This full report could take the format below.

- |                       |  |
|-----------------------|--|
| 1. Terms of reference | (details the specific focus of the study and why it is being undertaken) |
| 2. Methodology        | (describes the methods used to collect the information for the study)    |
| 3. Findings           | (arranges the information collected into a suitable format)              |
| 4. Conclusions        | (summarises what may be deduced from the Findings)                       |

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

#### Literature

Candidates are expected to pay attention, where appropriate, to aspects such as:

#### Key elements

theme	plot	character	setting	structure
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#### Central concerns

author's purpose	author's stance
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#### Significant details

syntax	techniques/devices	word choice	mood	tone	layout
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Textual evidence should be cited to support analysis and argument. In giving a personal response to a text, candidates should be able to sustain, and support with evidence, a recognisable and relevant line of thought. The candidate's general attitude to the text should be established and justified.

The candidate's responses should demonstrate an understanding of basic literary terminology and an ability to apply that terminology correctly.

## National Unit Specification: support notes (cont)

### UNIT Gàidhlig: Litreachas agus Cultar (Intermediate 1) (*Gàidhlig: Literature and Culture*)

#### Culture – Individual Study

A specific issue should be identified within the chosen area of study.

- ◆ For example, within the topic area of Gaelic media: make a chart of the number and type of Gaelic television programmes broadcast in one specific week and say which ones you would find interesting and why
- ◆ Find three publications which use Gaelic articles. Choose one Gaelic article from each and say what it is about and whether you find it interesting or not

Within the topic area of the historic Gaelic world:

- ◆ investigate Gaelic place names in an area
- ◆ why Gaelic-speaking people left the Highland and Islands in the 19<sup>th</sup> century
- ◆ within a background aspect of literature, investigate a cultural theme or issue raised in a text: religion, lifestyle, cultural conflict(s)
- ◆ identify and discuss attitudes to war/love/the sea/ politics in Gaelic literature

Candidates will choose a topic to study in detail. Candidates may wish to choose a topic which extends their study of the literature in Outcome One. Teachers/lecturers will have a supporting role in guiding the choice of topic and in determining its appropriateness. Some factors which should be borne in mind when candidates are selecting a topic include:

- ◆ the candidate's own interest in the topic
- ◆ the benefit to the candidate from studying that topic
- ◆ the information, materials or support that may be available to the candidate

Candidates should make the best use of the time available to them. One reason for suggesting that the three Units in this Course be taught concurrently is that the research work for this Unit may then be spread over a longer period of time. It will also allow time for candidates to correspond with individuals/organisations and to receive correspondence from them.

Candidates will carry out this assessment under controlled conditions. It is recommended that teachers/lecturers follow a similar pattern when providing formative feedback before administering the summative assessment. Research has indicated that the following pattern is best practice for providing formative assessment:

1. First draft — the teacher/lecturer reads over the candidate's work and provides verbal feedback to indicate areas for improvement. Feedback is most effective when it comprises two positive statements about the candidate's work as well as one statement which deals with an aspect requiring improvement.
2. Second draft — the teacher/lecturer reads over the candidate's work and provides written feedback to indicate areas for improvement. The written feedback, as indicated above, is most effective when it comprises two positive statements about the candidate's work and one statement about an aspect requiring improvement.

The piece of writing or presentation must be produced under a system which checks and records its authenticity. This can be done by asking the candidate to submit the two drafts as suggested above with the teacher/lecturer recording that these have been seen.

## National Unit Specification: support notes (cont)

**UNIT**                      Gàidhlig: Litreachas agus Cultar (Intermediate 1)  
(*Gàidhlig: Literature and Culture*)

### ASSESSMENT IS FOR LEARNING

By active involvement in the testing process candidates can be beneficiaries rather than victims of testing because tests can help candidates improve their learning. It has become clear that no matter how great the pressure to achieve good test and examination scores, learning cannot be done **for** the candidate; it has to be done **by** the candidate.

The positive use of formative assessment can help in assisting candidates to raise their summative assessment performances. In preparing candidates for summative assessment, the following four aspects of effective formative assessment should be considered:

- ◆ **share the success criteria** required for achieving the summative assessment—ie explain and discuss Outcomes and Performance Criteria with candidates. Discuss with candidates what is required to pass an assessment. Guidelines intended for use by teaching professionals may need to be translated into language accessible to candidates.
- ◆ **provide quality feedback from formative assessment** in the lead up to summative assessment. Feedback which gives each candidate guidance on how to improve, as well as opportunity and help to work at the improvement, is much more effective in raising standards than a mark. Feedback should be about the particular qualities of a candidate's work, with advice on what he or she can do to improve, and should avoid comparisons with other candidates.
- ◆ **use structured questioning in discussing a formative assessment** to enable candidates to understand not just what was incorrect but also how it may be improved and corrected. Dialogue between candidates and a teacher/lecturer should be thoughtful, reflective and focused to evoke and explore understanding. It should be conducted so that all candidates have an opportunity to think and express their ideas concerning their performance.
- ◆ **use self and peer assessment to discuss answers to questions and remove misunderstandings** in learning. Candidates should be able to self-assess to understand the main purposes of their learning and thereby grasp what they need to achieve.

When candidates do acquire an overview of their targets, they then become more committed and more effective as learners. Consequently, their assessments become an object of discussion with their teachers/lecturers and with one another, and this promotes even further the reflection on one's own ideas which is essential to good learning.

Where anyone is trying to learn, feedback about their efforts has three elements:

- ◆ the desired goal
- ◆ the evidence about their present position
- ◆ some understanding of the way to close the gap between the two

All three must to a degree be understood by anyone before they can take action to improve their learning.



## **National Unit Specification: support notes (cont)**

**UNIT**                      Gàidhlig: Litreachas agus Cultar (Intermediate 1)  
                                    (*Gàidhlig: Literature and Culture*)

### **CANDIDATES WITH ADDITIONAL SUPPORT NEEDS**

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, September 2004).

## National Unit Specification: statement of standards (cont)

**UNIT**                      Gàidhlig: Litreachas agus Cultar (Intermediate 1)  
                                    (*Gàidhlig: Literature and Culture*)

### APPENDIX ONE

**NB:** This appendix forms part of the statement of standards, ie the mandatory requirements of this Unit.

**Literature:** The texts which are studied will be mainly 20<sup>th</sup> and/or 21<sup>st</sup> century Gaelic literature. The texts selected for study must include at least at least **two** of the following genres:

- ◆ novel
- ◆ biography
- ◆ autobiography
- ◆ short story
- ◆ poetry/song
- ◆ drama
- ◆ essay